

Directions for Administering the Optional T-PRO Writing Assessment – Kindergarten

Read the directions to students or paraphrase the directions in your own words.

DICTATION

Say: Look at the dictation page.

Check to make sure all students are on the correct page.

Say: On this page you will write a sentence that I say aloud. Listen carefully to the sentence I read. When I am done reading the sentence, I will read it again slowly and you will write down each word that I say.

Show students where they will begin writing.

Say: Now I will read the sentence. ***A pig can get wet in the mud.***

Read the sentence without pausing. Reread the sentence, pausing between each word as students write each word on the lines. Repeat the words as often as needed for students.

WRITING PROMPT

Note: This writing prompt is about animals. You may want to read books about animals or discuss animals in class before administering.

Each student will need a pencil and tools for drawing (crayons, markers, pencils, etc.).

Say: Turn to the drawing page.

Move around the room to be sure each student is on the correct page.

Say: Today you are going to draw and write about an animal that you like. It can be an animal in the zoo, a pretend animal or stuffed animal, an animal that lives in the wild, or an animal that lives in your home or someone else's home.

Show students the drawing and writing pages.

Say: You will draw a picture of the animal you like on the page that says Draw.

Point to the crayon icon.

Say: You will write words about your animal on the page that says Write.

Point to the pencil icon on the writing page.

Say: Think about an animal that you can write a lot about. Make sure you write who the animal is that you like and write as much as you can about the animal. When you are done, raise your hand to show me your picture and writing.* Raise your hand if you have any questions about what you are to do.

Answer any questions students may have about the writing prompt.

Say: You may begin.

Students should be given as much time as necessary to complete the writing prompt. Extra paper should be given to students as necessary. Encourage students to sound out words independently. Do not help students organize their thoughts or edit their papers. Direct students to appropriate classroom resources such as word walls, alphabet charts, word cards, etc. if they request assistance.

*(*When students have completed the task, ask them to explain their drawings and read their writing to you. You may want to use sticky notes, or any system you prefer, to record what the student tells you about his or her work. You will use this information when scoring the paper with the rubric.)*

Directions for Scoring the Optional T-PRO Writing Assessment – Kindergarten

Dictation

- Each phoneme (sound) in the sentence is worth one point. There are 20 phonemes in the sentence for a total of 20 points.
- Phonetically-spelled sounds count as correct, even if the words are not spelled correctly.
- Non-standard spellings (e.g., *shoo* instead of *shoe*) count as correct.
- There is no penalty for extra letters (e.g., *bagg* instead of *bag*), backward letters (e.g., *Dab* instead of *Dad*), and punctuation errors (e.g., *dont* instead of *don't*).
- Students with standard spellings may end up with the same score as those who include non-standard spellings. The scoring chart below lists responses worth one point each. Sample student responses are listed below.
- Teachers may accept student responses that they feel are adequate phonetic representations of the phonemes.

A pig can get wet in the mud.

# of Phonemes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Dictation	A	p	i	g	c	a	n	g	e	t	w	e	t	i	n	th	e	m	u	d
Acceptable Phonetic Responses	a uh	p	i	g	c k ck	a	n	g	e	t	w wh	e	t	i	n	th	e uh ee	m	u uh	d

Student examples and scores:

6 point answer

A P K G T M - -
✓ ✓ ✓ ✓ ✓ ✓

11 point answer

a pg zn gt yt
✓ ✓ ✓ ✓ ✓ ✓
n d md - - - -
✓ ✓

17 point answer

A pG CAN gT WHeT
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
IN-The mOd. - - - -
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Writing Prompt

The Writing Prompt:

- is used to score a student's overall writing ability: his/her ability to communicate through writing, to organize thoughts, and to follow grade-level writing conventions.
- scores may show solid performance in some categories, but not others.
- evaluates a student's answer to a specific prompt, not what he/she could write or has written previously.
- responses can still receive some points if the student writes on a completely different topic.
- is scored using a rubric worth 20 points: The student receives a score of 0, 1, or 2 on various skills in each of four categories:
 - Ideas and Content;
 - Organization and Focus;
 - Style: Word Choice and Sentence Fluency;
 - Conventions: Spelling and Handwriting.

To score the writing prompt, use the Writing Rubric. Read the student's paper and assign scores accordingly. The total score is out of 20 points. **The expected skill level for Administration 2 is 12 points.** For a more detailed explanation of rubric items see the chart on the next page.

	<p>Work exhibits:</p>
Ideas and Content	<p>the student's ability to orally explain his or her illustration and writing.</p> <ul style="list-style-type: none"> <i>The student can remember what he or she has drawn and written and is able to tell about it. Writing does not need to be read verbatim and does not need to match the prompt.</i>
	<p>an illustration and/or written ideas (as explained to the teacher) that contain details.</p> <ul style="list-style-type: none"> <i>The student's drawing has details such as whiskers on an animal, windows on a house, etc. The student's explanation of his or her writing includes details that tell who, what, why, when, how, or where such as "in a cave," "he eats oats." The content does not need to match the prompt.</i>
Organization and Focus	<p>evidence of a clear understanding of the prompt.</p> <ul style="list-style-type: none"> <i>The student's drawing and explanation of what he or she has written indicate that he or she understands the prompt. The content must match the prompt.</i>
	<p>an illustration and writing (as explained) that complement each other (they do not need to match exactly).</p> <ul style="list-style-type: none"> <i>The general content of the student's writing (as explained) matches what is drawn. The illustration and writing do not need to have every detail in common, but there should not be any contradictions. The content does not need to match the prompt.</i>
	<p>writing that contains more than one idea about the same topic.</p> <ul style="list-style-type: none"> <i>The student elaborates in his or her writing by giving multiple ideas about the same topic. The content does not need to match the prompt. (For example, I lik the PRK it Haz a saN Box.)</i>
Style: Word Choice and Sentence Fluency	<p>use of adjectives or adverbs (with at least one correct sound in most words).</p> <ul style="list-style-type: none"> <i>The student embellishes writing by using adjectives and adverbs. The student must have some letter to sound correspondence in the words. (For example, G for big, N for new, sML, axtually.)</i>
	<p>written words (with at least one correct sound in most words) that flow together to create a complete idea or ideas.</p> <ul style="list-style-type: none"> <i>The student strings words together that when read aloud sound like sentences even though there may not be punctuation, standard spelling, or capitalization. There must be at least one correct sound in most of the words.</i>
Conventions: Spelling and Handwriting	<p>legible letters that are written left to right, and top to bottom.</p> <ul style="list-style-type: none"> <i>The student's writing begins in the left hand corner, goes across the page, and progresses below in the same manner. The student writes letters so that they can be easily read.</i>
	<p>words that can be distinguished from letters.</p> <ul style="list-style-type: none"> <i>The student uses slashes, dots, capital letters, spaces, etc. to show where words begin. (For example, Mi/Mom/luvZ/me, WeHav2Cats.)</i>
	<p>independent spelling that includes beginning, middle, and ending sounds in most words.</p> <ul style="list-style-type: none"> <i>The student spells independently and uses appropriate letters for beginning, middle, or ending sounds in most of the written words. A partial score is given if the student uses only beginning, only ending, or beginning and ending sounds. (For example, LTL, wUT, DoG, MDRSKL.)</i>